

Textbook Alignment to the Utah Core – 5th Grade Social Studies

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes ☒ No ☐*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **5th Grade Social Studies Core Curriculum**

Title: Macmillan/McGraw-Hill Timelinks: The United States ©2009 ISBN#: Vol 1: 978-0-02-151348-2

ISBN#: Vol 2: 978-0-02-152405-1

Publisher: Macmillan/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 91 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

STANDARD I: Students examine the sequence of events that led to the development of the New World and the United States.

Percentage of coverage in the *student and teacher edition* for
Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in
the *ancillary material* for Standard I: 0 %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE) and
Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material*
(titles, pg #'s, etc.)

*Not covered
in TE, SE or
ancillaries* ☒

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| Objective 1.1: Generate reasons for exploration and settlement in the New World. | | | | |
| a. | Determine reasons for exploration of North America; e.g., economic, religious, political, adventure. | SE/TE: 52-58, 60-65, 72-77, 78-81, 82-85 | | |
| b. | Trace development of North American colonies. | SE/TE: 78-81, 82-85, 86-93, 100-105, 106-111, 112-117, 118-119 | | |
| Objective 1.2: Identify key events that led to United States independence. | | | | |
| a. | Analyze England's influence on the colonies, e.g., French and Indian War, sea power, trading partner. | SE/TE: 98, 100-103, 112-117, 118-123, 124-127, 130-135, 136-139, 152-155, 156-159 | | |
| b. | Describe events that brought the colonies together as a nation; e.g., disagreements, confrontations, Declaration of Independence, Revolutionary War. | SE/TE: 156-159, 160-165, 166-177, 178-183, 184-189 | | |
| STANDARD II: Students will trace the development and expansion of the United States through the 19th century. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 2.1: Describe how the development of the government promoted United States' westward expansion. | | | | |
| a. | Identify conditions established by the new government that allowed expansion; e.g., formation of new states, trade, individual rights, land acquisition. | SE/TE: 197, 200-23, 204-211, 212-215, 219-220, 312-317 | | |
| b. | Identify how states were added to the United States. | SE/TE: 197, 237, 312-313 | | |
| Objective 2.2: Describe the events that motivated expansion of the United States. | | | | |
| a. | Explain the political factors that aided expansion;, e.g., | SE/TE: 197, 212-215, 216-217, 219- | | |

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| | Louisiana Purchase, Homestead Act, free/slave state admission, territorial wars. | 220, 244-249, 292-297, 298-301 | | |
| b. | Relate how new settlement affected the homes and communities of the westward pioneers. | SE/TE: 213, 228-229, 233, 236-237, 292-297 | | |
| c. | Research the impact of inventions on expansion; e.g., steamboat, cotton gin, transcontinental railroad. | SE/TE: 222-225, 245, 294-295, 302-305 | | |
| Objective 2.3: Analyze expansion of the United States from the Civil War to 1900. | | | | |
| a. | Trace the trails that led to western expansion; e.g., Oregon, Spanish, California, Mormon. | SE/TE: 228-229 | | |
| b. | Describe the impact of expansion on the American Indians; e.g., loss of land, reservations, lifestyle. | SE/TE: 228-229, 298-301 | | |
| STANDARD III: Students analyze the emergence of the United States as a world influence from 1900 to the present. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 3.1: Examine the effects of World War I and the Great Depression on the United States. | | | | |
| a. | Research the reasons for United States' entrance into World War I. | SE/TE: 328-330 | | |
| b. | Describe the effects of World War I on the United States. | SE/TE: 328-330 | | |
| c. | Examine the consequences of the Great Depression on the United States. | SE/TE: 336-339 | | |
| Objective 3.2: Analyze the major causes and effects of World War II. | | | | |
| a. | Trace the events leading to the United States' entrance into World War II. | SE/TE: 340-341 | | |

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| b. | Identify economic impacts of World War II on individuals and the nation; e.g., rationing, government bonds, education, move to industrial society. | SE/TE: 342-343, 345 | | |
| c. | Analyze the development of technology resulting from World War II; e.g., medical, transportation. | SE/TE: 345, 349, 351, | | |
| Objective 3.3: Identify the role of the United States in world affairs from World War II to the present. | | | | |
| a. | Trace the influence of the United States after World War II; e.g., United Nations, Cold War, Vietnam War, emergence of new countries. | SE/TE: 346-351, 358-359 | | |
| b. | Explain the role of the United States as a leader of the world in the spread of democracy and human rights; e.g., Russia, Eastern Europe, China. | SE/TE: 352-359, 360-363 | | |
| STANDARD IV: Students analyze the contributions of key individuals and groups on the development of the New World and the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 4.1: Analyze the role of American Indians, explorers, and leaders in the development of the New World. | | | | |
| a. | Explain the contributions of American Indians to the success of colonization. | SE/TE: 20-21, 26, 28-31, 32-35, 36-39, 40-45, 51, 62-71, 82, 88-93 | | |
| b. | Describe the role of early explorers in North America. | SE/TE: 52-58, 60-65, 66-71, 72-76, 78-81, 82-85, 86-93 | | |
| c. | Explain the reasons early leaders established the first colonies; e.g., religion, expansion, economics. | SE/TE: 80, 82-84, 87-88, 100-105, 106-111, 112-117, 130-135 | | |
| Objective 4.2: Examine the role of leaders that led to United States independence. | | | | |
| a. | Identify primary political leaders of the Revolutionary War. | SE/TE: 161,166-169 | | |

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| b. | Identify military leaders of the Revolutionary War. | SE/TE: 160-167, 170-175, 178-183, 184-187 | | |
| STANDARD V: Students analyze the role of the Constitution in the building of governance and citizenship in the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>90</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 5.1: Trace the development of the United States Constitution. | | | | |
| a. | Identify documents used to develop the Constitution; e.g., Magna Carta, Mayflower Compact, Articles of Confederation. | SE/TE: 90, 103, 136-138, 196-197, 200-201, 208-209 | | |
| b. | Describe the goals outlined in the Preamble. | SE/TE: 15, 205 | | |
| c. | Identify key individuals in the development of the Constitution. | SE/TE: 200-203, 209-210, 213 | | |
| Objective 5.2: Examine the functions of the branches of Federal Government. | | | | |
| a. | Explain the role of the Legislative, Executive, and Judicial branches of government. | SE/TE: 200-203, 204-207 | | |
| b. | Explain the process of passing a law. | SE/TE: *204-207, *353-357 *Related content. | | |
| Objective 5.3: Analyze democratic processes. | | | | |
| a. | Describe how to become a citizen. | SE/TE: 9 | | |
| b. | Identify the rights and responsibilities of citizenship; e.g., vote, obey laws, work for common good. | SE/TE: 9, 30, 91, 121, 139, 217, 230, 282, 343 | | |
| c. | Participate in patriotic traditions of the United States; e.g., pledge of allegiance, flag etiquette. | SE/TE: *1, *9, *178-179, *186, *188, *206-207, *216-218, *230, *330, *332, *343, *357 *Related content. | | |

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| d. | Participate in activities that promote the public good; e.g., Academic Service-Learning. | SE/TE: 9, 30, 121, 139, 217, 230, 282, 343 | | |
| STANDARD VI: Students analyze events and leaders in the United States through the 19th century. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 6.1: Recognize primary explorers, events, and military leaders from the Constitution to the Civil War. | | | | |
| a. | Identify post-settlement explorers who contributed to the expansion of the nation; e.g., Lewis and Clark, Daniel Boone, John C. Fremont. | SE/TE: 212-215 | | |
| b. | Trace the wars and political movements; e.g., War of 1812, Mexican War, Monroe Doctrine. | SE/TE: 216-220, 232-235 | | |
| c. | List major political and military leaders in the expansion of the nation. | SE/TE: 212-215, 216-221, 222-225, 226-231, 232-237 | | |
| Objective 6.2: Analyze the impact of the Civil War on the development of the nation. | | | | |
| a. | Examine reasons for the Civil War. | SE/TE: 244-249, 250-257 | | |
| b. | Explore the impact of the Civil War on the development of the United States. | SE/TE: 258- 265, 266-273, 274-279, 280-285 | | |
| Objective 6.3: Analyze the significant social and political movements of the United States from the Civil War to 1900. | | | | |
| a. | Trace the development of social and political movements; e.g., abolition, child labor, immigration, labor unions. | SE/TE: 6-7, 251-252, 302-305, 306-311, 313 | | |
| b. | Identify leaders of the social and political movements. | SE/TE: 298-301, 302-305, 305-311, 312-317 | | |
| STANDARD VII: Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present. | | | | |

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| Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 7.1: Analyze the significant events and actions of the 20 th century. | | | | |
| a. | Examine social and political movements; e.g., suffrage, prohibition, civil rights. | SE/TE: 324-325, 332-333, 352-357 | | |
| b. | Describe the significance of science, technology, inventions, and medical discoveries. | SE/TE: 364-365 | | |
| c. | Examine the development of arts and popular culture of the United States; e.g., artists, writers, pop culture. | SE/TE: *12, 333-335 | | |
| Objective 7.2: Describe the role of United States leaders in World War I, the Depression, and World War II, to the present. | | | | |
| a. | Examine the role of United States leaders in World War I and the Great Depression. | SE/TE: 328-331, 332-333, 336-339 | | |
| b. | Describe the role of United States leaders from World War II to the present. | SE/TE: 340-345, 346-351, 352-359, 360-365 | | |
| STANDARD VIII: Students compare the cultures of Canada, Mexico, and the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>0</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 8.1: Explore the governments of Canada and Mexico. | | | | |
| a. | Examine the branches and duties of the government of Canada. | | | ✓ |
| b. | Examine the branches and duties of the government of | | | ✓ |

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| | Mexico. | | | |
| c. | Compare the governments of Canada and Mexico to the government of the United States. | | | ✓ |
| Objective 8.2: Experience the cultures of Canada and Mexico. | | | | |
| a. | Experience the culture of Canada; e.g., music, art, literature, celebrations. | | | ✓ |
| b. | Experience the culture of Mexico, e.g., music, art, literature, celebrations. | | | ✓ |
| STANDARD IX: Students analyze the influence of geographic features on the building of the New World and the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 9.1: Analyze how physical features affected the expansion of North America. | | | | |
| a. | Show how geographic features influenced location of settlements; e.g., water, mountains, plains, deserts. | SE/TE: 72-75, 82-85, 88-89, *GH4-GH5, *GH14-GH15 *Related content. | | |
| b. | Identify the impact of physical features on agriculture and industry in the colonies. | SE/TE: 82-85, 86-93, 100-103, 109-111, 113-117, *101, *113-114, 118, *GH4-GH5, *GH14-GH15 *Related content. | | |
| c. | Analyze how geographic features and natural resources led to major land acquisitions. | SE/TE: 132-133, 142, 212-215, 216-219, *GH4-GH5, *GH14-GH15 *Related content. | | |
| Objective 9.2: Use maps to identify the development of the New World and the United States. | | | | |
| a. | Identify European colonies in the New World. | SE/TE: 62-65, 66-71, 72-77, 78-81, 82-85, 86-93, 100-105, 106-111, | | |

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| | | 112-117, 150, 154 | | |
| b. | Compare maps of the New World from the 1600s to the end of the Revolutionary War. | SE/TE: 73, 81, 84, 123, 142, 197, 214, GH7 | | |
| STANDARD X: Students examine the influence of geography on the building of the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard X: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 10.1: Analyze how physical features affected the expansion of the United States. | | | | |
| a. | Show how geographic features influenced location of settlements. | SE/TE: *4-5, 89, GH3, *GH4-GH5, *GH14-GH15 *Related content. | | |
| b. | Analyze how geographic features and natural resources affected the migration of Americans to the West. | SE/TE: 228-231, 232-233, 236-237, 292-297, 298-301, *2-5, *GH4-GH5, *GH14-GH15 *Related content. | | |
| c. | | | | |
| Objective 10.2: Examine the impact geography had on the Civil War. | | | | |
| a. | Compare geography of the Northern and Southern States and its influence on agriculture and industry. | SE/TE: *244-247, *GH4-GH5, *GH8, *GH14-GH15 *Related content. | | |
| b. | Examine maps of the United States from 1800 to 1860. | SE/TE: 214, 219, 221, 229, 246, 318, GH6-GH7 | | |
| c. | Identify the Northern and Southern States in the Civil War. | SE/TE: 246, 253, 262, 276 | | |
| STANDARD XI: Students analyze the physical features and political divisions of the United States. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for | | Percentage of coverage not in student or teacher edition, but covered in | | |

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| Standard XI: <u>100</u> % | | the ancillary material for Standard VII: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 11.1: Use maps to analyze the physical features of the United States. | | | | |
| a. | Locate the physical features of the United States; e.g., oceans, mountains, rivers, deserts, political boundaries. | SE/TE: 2-5, 29, 33, 37, 41, 47, GH14-GH15 | | |
| b. | Compare the regions of the United States. | SE/TE: 2-5, 47, *GH22 | | |
| c. | Locate the borders of Canada and Mexico. | SE/TE: 229, GH20 | | |
| d. | Map the states affected by the Great Depression drought. | SE/TE: 339 | | |
| Objective 11.2: Examine the political divisions of the United States. | | | | |
| a. | Analyze how state borders are chosen; e.g., rivers, lakes, latitude and longitude lines. | SE/TE: *41, 59, 94, 197, GH14-GH15, *GH4, *GH11 *Related content. | | |
| b. | Identify the political borders of the United States. | SE/TE: GH6-GH7, GH14-GH15 | | |
| STANDARD XII: Students compare the physical and political features of North America. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard XII: <u>88</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 12.1: Identify the physical features of North America. | | | | |
| a. | Identify the countries of North America. | SE/TE: GH16, GH20 | | |
| b. | Compare the physical features of Canada and Mexico; e.g., mountains, rivers, oceans, plains, deserts. | SE/TE: 18, 22, *30-31, GH20 *Related content [no discussion of the physical features of Canada and Mexico]. | | |
| Objective 12.2: Compare the historical relationships of Canada, Mexico, and the United States. | | | | |

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| a. | Identify the longest unmanned border in the world. | SE/TE: GH16-GH17 | | |
| b. | Identify trade and immigration patterns that have contributed to our culture. | SE/TE: 7, 132-133, 310, 336-337, 364 | | |